

Maximizing Student Achievement with the SEDOL Curriculum Frameworks

Presented by:
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The Effective Teacher

- Works cooperatively and learns from colleagues.
- Seeks out a mentor who serves as a role model.
- Goes to professional meetings to learn.
- Has a goal of striving for excellence.

Building a Learning Community

- Activity #1 Name that Student

Name That Student

- In pairs or groups of three
- Tell about an experience with a student that made you:
 - Rethink
 - Reflect
 - Reevalulate

Access to general curriculum

- Where did this idea originate?
- Why has this idea persisted?
- Is there any research to support it?
- What happens to functional life skills?

IDEA 1997

- ALL students have access to general curriculum content
- ALL students are assessed on state standards (Creation of the Illinois Alternate Assessment)
- All?
- Content?
- What is an alternate assessment?

No Child Left Behind

- Schools accountable for ALL students
- AYP in language arts/reading, math, and science
- Did you say ALL?
- Schools are accountable?

NCLB Regulations/ Guidance

- AYP: can be use alternate assessment standards for up to 1% of Students with significant needs
- These standards must be based on academic content linked to grade level
- Really reading?
math? Science?

Alignment of instruction to learning standards, what promoted it?

- A national focus on reading, math and science . . .
- Including all students
- Schools reporting AYP

Academics vs. Life Skills

- Both can be taught; both are important
- Academics can be taught in ways that are meaningful
- We do not know what students can learn until we try teaching the content
- Life skills are not a prerequisite to learning academics
- Students who are not disabled do not have to master all life skills to be eligible to learn to read; double standard
- Balance is needed in planning IEPs and developing daily schedule

SEDOL Curriculum Areas

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- Reading/Language Arts

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 - (3rd year of development/implementation)

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- Math, Social Emotional Development, Science, Social Studies and Physical Health and Education

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- Reading/Language Arts
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- Math, Social Emotional Development, Science, Social Studies and Physical Health and Education
 - (2nd year of development/implementation)
- Transition Services and Early Childhood

SEDOL Curriculum Areas

- Reading/Language Arts
 - (3rd year of development/implementation)
- Math, Social Emotional Development, Science, Social Studies and Physical Health and Education
 - (2nd year of development/implementation)
- Transition Services and Early Childhood
 - (1st year of development-implementation Fall, 2008)

Special Education District of Lake County



Reading/Language Arts Curriculum Frameworks

National Reading Panel

- In 1997 Congress appointed members on a panel to research the most effective methods for teaching children to read.
- In April 2000, the NICHD released the report of the National Reading Panel, under the title *Teaching Children to Read*
- Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Fluency

What Does a “Balanced Literacy Approach” Mean?

- A balance of instructional format, instructional strategies, and instructional content.

Optimal Way of Learning

- The teacher **models** a new skill or strategy.
- Next, the teacher and student **share** in the new behavior by doing it together.
- Then the teacher **guides** the student with the new skill with less support.
- The ultimate goal is the student working **independently**.

Balanced Literacy Components

- Read Aloud
 - Shared Reading
 - Guided Reading
 - Independent Reading
 - Word Work
 - Assessment
- Shared/Modeled Writing
 - Interactive Writing
 - Guided Writing
 - Independent Writing

Read Aloud (Daily)

- Provides strong foundation for literacy growth
- Provides a sense of how a story works, helps in understanding that text has meaning
- Provides exposure to a wide variety of authors and genres
- Provides opportunity to add to vocabulary

Shared Reading/Whole Group Instruction (3 to 5 times a week)

- Enlarged text that all students can see
- Big book or Passage Enlarged (e.g., overhead, pocket chart, poster, chart paper)
- Provides opportunity to learn literacy skills and concepts

Independent Reading

10 minutes a day

- SELF selected text at the independent reading level (95% or better)
- Promotes fluency
- Opportunity to practice their reading strategies and skills

Guided Reading/Small Group Instruction (Daily)

- Teacher works with a small group of students who demonstrate similar reading behaviors and are at the same reading level
- Provides an opportunity for the teacher to guide and support

Word Study (Daily)

- Direct Instruction in phonemic awareness, phonics, spelling, and vocabulary

Writing (Daily)

- Modeled writing
- Shared writing
- Guided writing
- Independent writing

SEDOL CURRICULUM FRAMEWORK – LANGUAGE ARTS

GRADE	GENRE SCOPE AND SEQUENCE			
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
STAGE B: GRADE 1	FIRST DAYS OF SCHOOL	FICTION	FICTION	FAIRY TALES
GRADE 2	FIRST DAYS OF SCHOOL	FICTION	FICTION	FABLES
GRADE 3	FIRST DAYS OF SCHOOL	FICTION	FICTION	TALL TALES
STAGE D: GRADE 4	FIRST DAYS OF SCHOOL	PERSONAL NARRATIVE/ FICTION	SHORT STORY/ FICTION/ FOLK TALES/ LEGENDS	HISTORICAL FICTION
GRADE 5	FIRST DAYS OF SCHOOL	PERSONAL NARRATIVE/ FICTION	FICTION/ FOLK TALES/ LEGENDS	HISTORICAL FICTION
STAGE G: GRADE 6	FIRST DAYS OF SCHOOL	PERSONAL NARRATIVE/ FICTION	FICTION/ MYTHOLOGY/ FABLES	HISTORICAL FICTION
GRADE 7	FIRST DAYS OF SCHOOL	PERSONAL NARRATIVE/ FICTION	FICITON/ MYTHS AND LEGENDS	HISTORICAL FICTION
GRADE 8	FIRST DAYS OF SCHOOL	PERSONAL NARRATIVE/ FICTION	FICTION	HISTORICAL FICTION

Stages/Grades:

Stage B: Grades 1-3 Stage D: Grades 3-5
Stage G: 6-8

SEDOL CURRICULUM FRAMEWORK – LANGUAGE ARTS

GRADE	GENRE SCOPE AND SEQUENCE			
	DECEMBER	JANUARY	FEBRUARY	MARCH
STAGE B: GRADE 1	FUNCTIONAL READING/ EXPOSITORY/ INFORMATIONAL TEXT	EXPOSITORY/ INFORMATIONAL TEXT	BIOGRAPHY/ AUTOBIOGRAPHY	TEACHER’S CHOICE
GRADE 2	FUNCTIONAL/EXPOSITORY/ INFORMATIONAL TEXT	EXPOSITORY/ INFORMATIONAL TEXT	BIOGRAPHY/ AUTOBIOGRAPHY	TEACHER’S CHOICE
GRADE 3	FUNCTIONAL/EXPOSITORY/ INFORMATIONAL TEXT	EXPOSITORY/ INFORMATIONAL TEXT/ PROCEDURAL	BIOGRAPHY/ AUTOBIOGRAPHY	TEACHER’S CHOICE
STAGE D: GRADE 4	NONFICTION/ FUNCTIONAL TEXT	NONFICTION/EXPOSITORY/ INFORMATIONAL AND PROCEDURE TEXT	NONFICTION/ AUTOBIOGRAPHY AND BIOGRAPHY	TEACHER’S CHOICE
GRADE 5	NONFICTION/ FUNCTIONAL TEXT	NONFICTION/EXPOSITORY/ INFORMATIONAL AND PROCEDURE TEXT	NONFICTION/ AUTOBIOGRAPHY AND BIOGRAPHY	TEACHER’S CHOICE
STAGE G: GRADE 6	NONFICTION/ FUNCTIONAL TEXT	NONFICTION/EXPOSITORY/ INFORMATIONAL AND PROCEDURE TEXT	NONFICTION/ AUTOBIOGRAPHY AND BIOGRAPHY	TEACHER’S CHOICE
GRADE 7	NONFICTION/ FUNCTIONAL TEXT	NONFICTION/EXPOSITORY/ INFORMATIONAL AND PROCEDURE TEXT	NONFICTION/ AUTOBIOGRAPHY AND BIOGRAPHY	TEACHER’S CHOICE
GRADE 8	NONFICTION/ PROPAGANDA	NONFICTION/EXPOSITORY/ INFORMATIONAL AND PROCEDURE TEXT	NONFICTION/ AUTOBIOGRAPHY AND BIOGRAPHY	TEACHER’S CHOICE

SEDOL CURRICULUM FRAMEWORK – LANGUAGE ARTS

GRADE	GENRE SCOPE AND SEQUENCE			
	APRIL	MAY	JUNE	
STAGE B: GRADE 1	POETRY	REVISIT FICTION/ NONFICTION	REVISIT FICTION/ NONFICTION	
GRADE 2	POETRY	REVISIT FICTION/ NONFICTION	REVISIT FICTION/ NONFICTION	
GRADE 3	POETRY	REVISIT FICTION/ NONFICTION	REVISIT FICTION/ NONFICTION	
STAGE D: GRADE 4	POETRY	PLAYS/ DRAMA/ READERS THEATER	REVIEW AND SUMMARIZE	
GRADE 5	POETRY	PLAYS/ DRAMA/ READERS THEATER	REVIEW AND SUMMARIZE	
STAGE G: GRADE 6	POETRY	PLAYS/ DRAMA/ READERS THEATER	REVIEW AND SUMMARIZE	
GRADE 7	POETRY	PLAYS/ DRAMA/ READERS THEATER	REVIEW AND SUMMARIZE	
GRADE 8	POETRY	PLAYS/ DRAMA/ READERS THEATER	REVIEW AND SUMMARIZE	

SEDOL CURRICULUM FRAMEWORK – LANGUAGE ARTS

CYCLE	GENRE SCOPE AND SEQUENCE			
	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
CYCLE 1	Rules and Routines/ Nonfiction	Short Story/ Novel Study	Mythology/ Poetry/ Drama	Teacher's Choice/ Novel Study
CYCLE 2	Rules and Routines/ Fiction/ Novel Study	Poetry/ Teacher's Choice	Nonfiction: Essays and Speeches/ Multimedia	Speech/ Novel Study
CYCLE 3	Rules and Routines/ Nonfiction/ Native American Storytelling/ Myths/Legends and Poetry	Pre-Civil War Nonfiction/Autobiography/ Essays, Poetry, Short Stories, Letters, Novel Excerpts/ Biography, Speeches, Poetry, Short Stories, Spirituals	Post Civil War and World War I/ Research Report/ Novel/Novel Excerpt, Poetry, Short Story	Modern Fiction/ Poetry/ Short Story/ Novel Excerpt/ Teacher's Choice/Contemporary Fiction
CYCLE 4	Rules and Routines/ Making Choices	Leadership/Community/Service	Teacher's Choice/ Technology	Service Learning Project

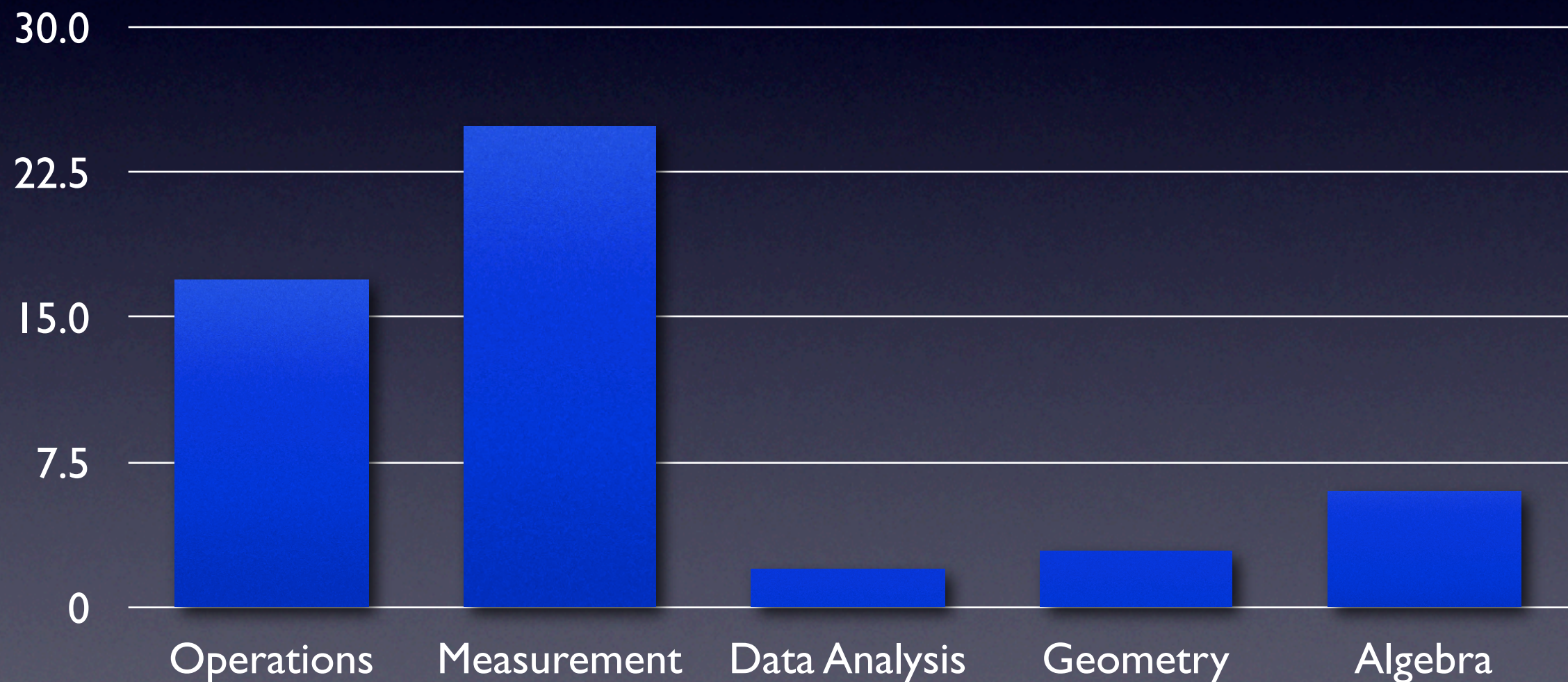
Special Education District of Lake County



Math Curriculum Frameworks

Math: Focus on Money

Literature Review Categories for Math
67 experiments (65 articles)



Browder, D., Spooner, F., Ahlgrim-Dezell, L., Harris, A. & Wakeman, S (2006). A comprehensive review of research to teach math to students with significant cognitive disabilities. *Exceptional Children*.

NCTM Principals of Math Instruction

- Equity

- Curriculum

- Teaching

- All students must have opportunity and support to learn mathematics
- Coherent, focused on important mathematics, well articulated across the grades . . prepare students to solve problems across settings
- Selecting suitable materials, tools, techniques to support learning & pursuing continuous self improvement

NCTM Principals of Math Instruction

- Learning

- Build new knowledge from prior knowledge: students learn more and better when they take control of their learning

- Assessment

- Integral part of instruction . . . guides student learning

- Technology

- Technology is essential in teaching and learning

SEDOL CURRICULUM FRAMEWORK – MATH				
STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	Number Sense: Counting (gr. 1 & 2) Addition/Subtraction (one and two-step) Fractions	Measurement Time/ Temperature/ Money	Algebra: Patterns/Missing Variables Geometry: Shapes Addition/Subtraction	Data Analysis, Statistics and Probability One-step Addition/Subtraction (gr. 1) Multiplication (gr. 2/ gr. 3)/ Division (gr. 3)
STAGE D	Number Sense: Representation and Ordering Addition/Subtraction/ Multiplication/Division	Measurement Time/Temperature/Money Multiplication/Division	Algebra: Variables and Patterns Geometry: Polygons and Angles	Data Analysis, Statistics and Probability Graphics Fractions/Decimals/Percents
STAGE G	Number Sense: Prime Numbers, Common Factors and Multipliers Addition/Subtraction/ Multiplication/Division Fractions/Decimals/Percents	Measurement Formulas Geometry: Angles and Polygons Two and Three-Dimensional Figures	Algebra: Variables and Equations	Data Analysis, Statistics and Probability: Graphing and Data Interpretation

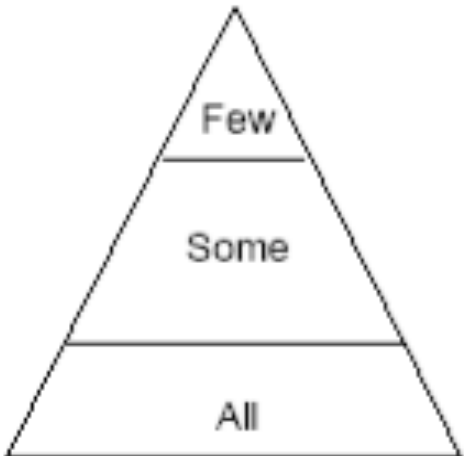
Stages/Grades:

Stage B: Grades 1-3 Stage D: Grades 3-5
Stage G: 6-8

SEDOL CURRICULUM FRAMEWORK – MATH

STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE I	Algebra I: Introduction to Algebra Real Numbers Solving Linear Equations	Algebra I: Graphing Linear Equations Writing Linear Equations Solving and Graphing Linear Inequalities	Algebra I: Exponents and Exponential Functions Systems of Linear Equations and Inequalities	Algebra I: Rational Equation and Functions Quadratic Equations and Functions Radicals and Connections to Geometry
STAGE I/J	Geometry: Introduction to Geometric Concepts Segments and Angles Parallel and Perpendicular	Geometry: Triangle Relationships Congruent Triangles Quadrilaterals	Geometry Similarity Polygons and Area Surface Area and Volume	Geometry Right Triangles and Trigonometry Circles
STAGE J	Algebra II: Tools of Algebra Functions, Equations, and Graphs Linear Systems	Algebra II: Matrices Quadratic Equations and Functions	Algebra II: Polynomials and Polynomial Functions Radical Functions and Rational Exponents	Algebra II: Exponential and Logarithmic Functions Rational Functions Linear Permutations and Combinations
STAGE I/J ALTERNATE	Number Sense: Decimals, Fractions, Percents, Number Lines	Measurement: Length, Width, Height, Perimeter, Volume, Surface Area, Sum of Angles, Tools	Algebra: Patterns, Floor Plans, Charts Geometry: Two-Dimensional and Three-Dimensional, Patterns, Reflections	Multiplication/Division Data Analysis and Statistics

SEDOL CURRICULUM FRAMEWORK – MATH - STAGE B - GRADE 1

TIMELINE: 1st QUARTER	NUMBER SENSE
LEARNING STANDARDS	<p>6.A.1a Identify whole numbers and compare them using the symbols $<$, $>$, or $=$ and the words “less than”, “greater than”, or “equal to”, applying counting, grouping and place value concepts.</p> <p>6.A.1b Identify and model fractions using concrete materials and pictorial representations.</p> <p>6.D.1 Compare the numbers of objects in groups.</p> <p>8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.</p>
ESSENTIAL QUESTION	How do we compare and order numbers 0-100?
<p>UNDERSTANDING/ SKILLS</p> 	<p>Few students will: Rote count numbers 0-1,000 Identify numbers 0-1,000 Write numbers 0-1,000 Order 0-1000 Count by 2s, 5s, 10s, 100s Compare whole and half numbers up to fifty using symbols and words for greater than, less than and equal to Order whole and half numbers</p> <p>Some students will: List numbers as odd and even Rote count numbers 0-100 Identify numbers 0-100 Write numbers 0-100 Order numbers 0-100 Count by 2s, 5s, 10s, 100s Identify and locate whole and half numbers using a number line List numbers from greatest to least List numbers from least to greatest</p> <p>All students will: Rote count numbers 0-25 Identify numbers 0-25 Write numbers 0-25 Order numbers 0-25 Count by 5s, 10s Identify and locate whole numbers using in a number line</p>

ACADEMIC VOCABULARY	Number line Place value Whole Half Greater Less Equal Order
BEST PRACTICES	Strategies that are researched based
TOOLS	Materials and resources available that we have currently or will have by the fall
ASSESSMENT EVIDENCE	Summative and Formative Assessments
TECHNOLOGY	Technology that can be incorporated, technology that we already have available in the district (i.e assistive tech)

SEDOL ALTERNATE CURRICULUM FRAMEWORK – MATH - STAGE G	
TIMELINE: 3rd QUARTER	ALGEBRA
LEARNING STANDARDS	<p>8.6.01 Determine a missing term in a sequence, extend a sequence, and construct and identify a rule that can generate the terms of a given sequence (ex: 3,6,9...is explained by the rule $3n$, for $n > 1$).</p> <p>8.6.06 Translate between different representations (table, written, or pictorial) of whole number relationships.</p> <p>8.6.09 Solve for the unknown in an equation with one operation ($8x=24$, $m/2=25$).</p> <p>8.7.12 Solve word problems involving unknown quantities.</p> <p>8.8.01 Analyze, extend, and create sequences or linear functions and determine algebraic expressions to describe the nth term in a sequence.</p> <p>8.8.13 Solve word problems involving unknown quantities.</p>
ESSENTIAL QUESTION	How can an unknown quantity be determined?
FUNCTIONAL SKILLS	<p>Few students will:</p> <p>Determine a missing term in a sequence, construct, and identify a rule that can generate the terms of a given sequence</p> <p>Compare a word problem with a graph</p> <p>Solve word problems with unknown quantities</p> <p>Analyze, extend, and create sequences or linear functions and determine algebraic expressions to describe nth term in a sequence</p> <p>Solve for the unknown in an equation with one operation employing multiplication and/or division ($8x=24$)</p> <p>Some students will:</p> <p>Determine a missing component in a sequence</p> <p>Analyze, extend and create a sequence</p> <p>Translate between different representations (table, written, or pictorial) of whole number relationships</p> <p>Solve for the unknown in an equation with one operation employing addition and/or subtraction. ($4 + x = 8$, etc.)</p> <p>All students will:</p> <p>Manipulate objects to create a sequence with support</p>
ACADEMIC VOCABULARY	Operation- what you do to solve problems (addition, subtraction, multiplication, and division)
BEST PRACTICES	Strategies that are researched based
TOOLS	Please refer to your discipline specific SEDOL Technology Steps.
ASSESSMENT EVIDENCE	Summative and Formative Assessments
TECHNOLOGY	

Where do I find the frameworks?

www.sedol.k12.il.us

Curriculum

- BREAK

Special Education District of Lake County



Social Emotional Development Frameworks

“The Melt”

- Activity # 2

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL

STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	IDENTIFY EMOTIONS	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS
STAGE D	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE G	MEANING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE I	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY
STAGE J	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY

	TIMELINE: 4TH QUARTER	DECISION MAKING
	LEARNING STANDARDS	<p>1C.5 Evaluate what you might have done differently to achieve greater success on a recent goal.</p> <p>3A.1 Identify factors that make a situation unsafe.</p> <p>3A.2 Recognize the consequences to oneself and others of dishonest behavior.</p> <p>3A.3 Evaluate how others influenced your decisions (e.g., family, church, team, club membership).</p> <p>3A.4 Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).</p> <p>3A.5 Demonstrate respect for the property of others.</p> <p>3A.6 Demonstrate internet safety.</p> <p>3A.7 Show what it means to accept responsibility for one's actions with regard to school work.</p> <p>3B.1 Generate alternative solutions to problems.</p> <p>3B.2 Analyze the consequences of alternative solutions to selected scenarios.</p> <p>3B.3 Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life.</p> <p>3B.4 Demonstrate the steps of a decision-making process:</p> <ul style="list-style-type: none"> • define the problem • say how you feel • identify contributing factors • set a goal • identify alternative solutions and the consequences of each • select the best solution • evaluate the results. <p>3B.5 Apply a decision-making model to solve an interpersonal problem.</p> <p>3B.6 Apply a decision-making model to academic challenges.</p> <p>3B.7 Demonstrate awareness that feelings influence one's decisions.</p>
	ESSENTIAL QUESTION	<p>What are the steps of a decision making process?</p> <p>How do you make good decisions?</p>
	UNDERSTANDING / SKILLS	<p>Few students will:</p> <p>Develop criteria for evaluating the consequences of personal decisions for self and others</p> <p>Some students will:</p> <p>Analyze the consequences of alternative solutions to selected scenarios</p> <p>Apply a decision-making model to solve an interpersonal challenge</p> <p>Evaluate how others influence his/her decisions</p> <p>Demonstrate awareness that feelings influence his/her decisions</p> <p>Demonstrate the steps of a decision-making process</p> <p>Generate alternative solutions to problems</p> <p>Demonstrate internet safety</p> <p>Demonstrate respect for the property of others</p> <p>Show what it means to accept responsibility for his/her actions with regard to school</p> <p>Recognize the consequences to self and others of dishonest behavior</p> <p>Set personal goal with/without teacher support</p> <p>All students will:</p> <p>Have personal goals</p> <p>Participate in activities to work toward personal goals</p> <p>Be provided choices</p>
	ACADEMIC VOCABULARY	<p>Academic challenges - problems or difficulties learning</p> <p>Decision making process - the steps involved in coming to a conclusion on some matter</p> <p>Dishonesty - to lie, cheat or steal</p> <p>Influence - producing effects on the actions, behavior and opinions of others</p> <p>Internet safety - the practice of being personally careful and socially responsible while using the Internet</p> <p>Interpersonal challenges - problems or difficulties one faces within oneself</p> <p>Respect - to hold in esteem or honor; to show regard or consideration for self or others</p> <p>Responsibility - taking ownership for one's behaviors</p> <p>Solution - an answer to a problem</p>
	BEST PRACTICES	
	TOOLS	Please refer to your discipline specific SEDOL Techonology Steps

Special Education District of Lake County



Science and Social Studies Frameworks

Science and Social Studies

- Two year cycle
- Separate by Stages
- SEDOL Curriculum and SEDOL Alternate Curriculum align so teachers teach one unit of study, but differentiate based on student needs

***CYCLE 1 BEGINS ON ODD SCHOOL YEARS (E.G.2009-2010) SCHOOL YEAR)**
CYCLE 2 BEGINS ON EVEN SCHOOL YEARS (E.G. 2008-2009) SCHOOL YEAR)

SEDOL CURRICULUM FRAMEWORK – SOCIAL STUDIES – CYCLE 2

STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
GE B	Local, State, and National Traditions	CULTURES	FIGURES OF THE PAST	CARE OF THE EARTH
GE D	EARLY CIVILIZATIONS	ANCIENT TIMES- GREECE AND ROME	RENAISSANCE – MEDIEVAL TIMES	AGE OF EXPLORATION
GE G	INDUSTRIAL REVOLUTION - WWI	DEPRESSION - WWII	POST WWII – VIETNAM WAR	VIETNAM WAR - PRESENT
GE I & J: US HISTORY	COLONIES – CONSTITUTIONAL CONVENTION	FEDERALIST – END OF CIVIL WAR	INDUSTRIAL REVOLUTION – END OF WWII	COLD WAR - PRESENT
VERNMENT	FOUNDATIONS OF GOVERNMENT/ POLITICAL PARTIES/LEGISLATIVE BRANCH	EXECUTIVE/JUDICIAL/CIVIL RIGHTS/STATE AND LOCAL GOVERNMENT		

SEDOL CURRICULUM FRAMEWORK – SOCIAL STUDIES CYCLE 1

STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	SAFETY AND CITIZENSHIP	NEIGHBORHOOD AND COMMUNITY	ECONOMICS-PRODUCERS	ECONOMICS-CONSUMERS
STAGE D	NATIVE AMERICANS	REGIONS AND GEOGRAPHY	ECONOMICS	GOVERNMENT, CITIZENSHIP AND THE ELECTION PROCESS
STAGE G	COLONIES – REVOLUTIONARY WAR	REVOLUTIONARY WAR-EARLY NATIONALISM	EARLY NATIONALISM-WESTERN EXPANSION	CIVIL WAR - RECONSTRUCTION
STAGE I & J: WORLD HISTORY	BEGINNING OF CIVILIZATION – GOVERNMENT AND SOCIETY IN ANCIENT CULTURES	AGE OF EXCHANGE – CONNECTIONS OF HEMISPHERE	ABSOLUTISM THRU REVOLUTION - INDUSTRIALISM	WORLD AT WAR –PRESENT DAY
CONSUMER EDUCATION	COMING FALL, 2009			

SEDOL CURRICULUM FRAMEWORK – SCIENCE

STAGE	SCOPE AND SEQUENCE CYCLE 1*			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	FIRE SAFETY SCIENTIFIC INQUIRY	WEATHER AND SEASONS	ANIMALS	MATTER AND ENERGY
STAGE D	SAFETY AND SCIENTIFIC INQUIRY	EARTH SCIENCE	CLASSIFICATION OF ANIMALS	MATTER AND ENERGY
STAGE G	SAFETY AND SCIENTIFIC INQUIRY	EARTH SCIENCE	CELL BIOLOGY AND GENETICS	MATTER AND ENERGY
STAGE I	BIOLOGY: CELLS	BIOLOGY: GENETICS	BIOLOGY: ECOLOGY AND ADAPTATIONS	BIOLOGY: ECOLOGY AND ADAPTATIONS
STAGE J	CHEMISTRY (Coming Fall, 2008)	CHEMISTRY	CHEMISTRY	CHEMISTRY
STAGE I/J Alternate	BIOLOGY: SAFETY AND SCIENTIFIC INQUIRY BIOLOGY: CELLS	BIOLOGY: CLASSIFICATION	BIOLOGY: ECOLOGY AND ADAPTATIONS	BIOLOGY: ENVIRONMENT AND THE INTERACTION OF LIVING THINGS

SEDOL CURRICULUM FRAMEWORK – SCIENCE

STAGE	SCOPE AND SEQUENCE CYCLE 2*			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	EARTH SCIENCE	BOTANY	FORCE AND MOTION	ASTRONOMY
STAGE D	ANIMALS: LIFE CYCLE	BOTONY: LIFE CYCLE	FORCE AND MOTION	ASTRONOMY
STAGE G	CHEMISTRY	ENVIRONMENT AND INTERACTION OF LIVING THINGS	FORCE AND MOTION	ASTRONOMY
STAGE I	EARTH SCIENCE: EARTH'S STRUCTURE	EARTH SCIENCE: DYNAMIC PROCESS	EARTH SCIENCE: ATMOSPHERE AND WEATHER	EARTH SCIENCE: ASTRONOMY
STAGE J	PHYSICS (Coming Fall, 2008)	PHYSICS	PHYSICS	PHYSICS
STAGE I/J Alternate	EARTH SCIENCE: MATTER	EARTH SCIENCE: FORCE AND MOTION	EARTH SCIENCE: ATMOSPHERE AND WEATHER	EARTH SCIENCE: ASTRONOMY

Special Education District of Lake County



Physical Health and Development Frameworks

SEDOL CURRICULUM FRAMEWORK – PHYSICAL HEALTH AND DEVELOPMENT				
	Scope and Sequence			
	Stage B	Stage D	Stage G	Stage I/J
Quarter 1	Fitness	Fitness	Fitness	Fitness
	Swimming (as available)	Swimming (as available)	Swimming (as available)	Flag Football
	Team Building	Team Building	Team Building	Team Building/High Ropes Course/ Rock Wall
	Soccer (Manipulative Skills)	Soccer (Manipulative Skills)	Soccer (Manipulative Skills)	Throwing/Ultimate Frisbee(Object Control)
	Throwing (Object Control)	Throwing (Object Control)	Throwing (Object Control)	Soccer (Manipulative Skills)
Quarter 2	Fitness	Fitness	Fitness	Fitness
	Basketball (Object Control and Manipulative Skills)	Basketball (Object Control and Manipulative Skills)	Basketball (Object Control and Manipulative Skills)	Basketball (Object Control and Manipulative Skills)
	Roller Skating (as available)	Roller Skating (as available)	Roller Skating (as available)	Volleyball (Object Control and Manipulative Skills)
	Swimming (as available)	Swimming (as available)	Swimming (as available)	Pickle-ball (Manipulative Skills)
	Bowling (Object Control)	Bowling (Object Control)	Bowling (Object Control)	Bowling (Object Control)
Quarter 3	Fitness	Fitness	Fitness	Fitness
	Floor Hockey (Manipulative Skills)	Floor Hockey (Manipulative Skills)	Floor Hockey (Manipulative Skills)	Floor Hockey (Manipulative Skills)
	Racquet Skills (Manipulative Skills)	Racquet Skills (Manipulative Skills)	Racquet Skills (Manipulative Skills)	Racquet Skills (Manipulative Skills)
	Swimming (as available)	Swimming (as available)	Swimming (as available)	High Ropes Course/ Rock Wall
	Aerobics/Dance	Aerobics/Dance	Aerobics/Dance	Ultimate Frisbee (Object Control)
Quarter 4	Fitness	Fitness	Fitness	Fitness
	Baseball/Softball/T-ball (Object Control and Manipulative Skills)	Baseball/Softball/T-ball (Object Control and Manipulative Skills)	Baseball/Softball/T-ball (Object Control and Manipulative Skills)	Baseball/Softball/T-ball (Object Control and Manipulative Skills)
	Kickball (Object Control and Manipulative Skills)	Kickball (Object Control and Manipulative Skills)	Kickball (Object Control and Manipulative Skills)	Lacrosse (Object Control)
	Track and Field	Track and Field	Track and Field	Team handball (Object Control)
	Fishing (Manipulative Skills)	Fishing (Manipulative Skills)	Fishing (Manipulative Skills)	Fishing (Manipulative Skills)
	Bicycling	Bicycling	Bicycling	Bocce Ball (Object Control)
	Golf (Manipulative Skills)	Golf (Manipulative Skills)	Golf (Manipulative Skills)	Golf (Manipulative Skills)
	Swimming (as available)	Swimming (as available)	Swimming (as available)	Orienteering
	Hippo-therapy (as available)	Hippo-therapy (as available)	Hippo-therapy (as available)	Swimming (all year as available)
Various Times	Health	Health	Health	Health



SEDOL's Curriculum Library

SEDOL'S Curriculum Library

To support *Exceptional Services for Exceptional Students*:

General Teacher Resources
Reading/Language Arts
Social Emotional Development
Math
Science
Social Studies

Reading/Language Arts

Balanced Literacy:

Read Aloud

Shared Reading

Guided Reading

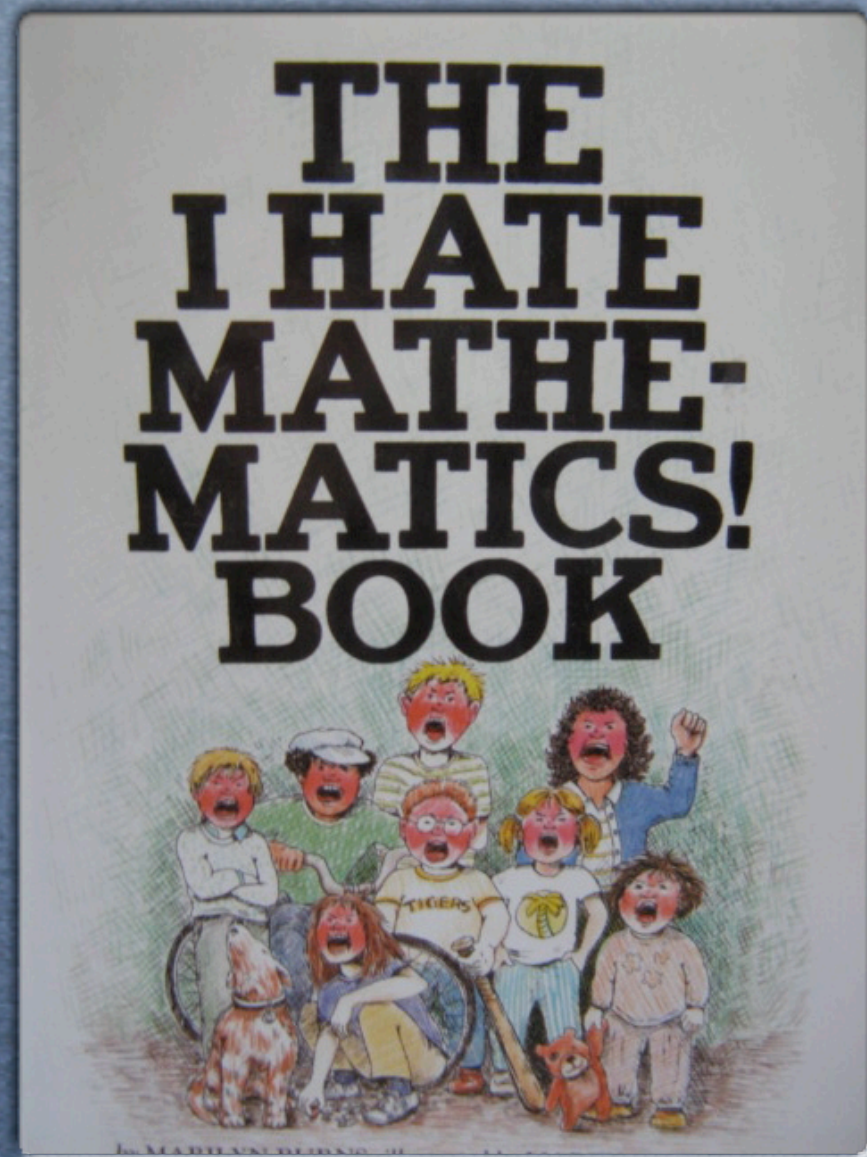
Independent Reading

Word Study

Writing

Read Aloud

Marilyn Burns Series
Big Books
Content Area -
Read Aloud Selections



Read Aloud

Marilyn Burns Series

The I Hate Mathematics! Book

By Marilyn Burns, Illustrated by Martha Weston

MATH STANDARDS

Number and Operations, Geometry

MATH TOPICS

Whole Number Computation, Money, Shapes, Logical Reasoning

CONNECTING TO YOUR CURRICULUM

presents many activities suitable for classroom use.

MATERIALS

Centers, 12 of one color and 1 of a different color per pair of students (for the Logical Reasoning game)

10 tiles or paper squares, 5 per pair (for the Geometry activity)

1 sheet of squared paper, 1 sheet per pair (also for the Geometry activity)

About the Book

This book, published in 1975 (the first Marilyn Burns book), is a collection of bite-sized activities—each introduced with conversational and lively cartoons—for involving children in doing mathematics. The activities include puzzles, magic tricks, riddles, experiments, and more, all designed to engage children in thinking about and enjoying math. The book makes a special pitch to entice “math haters”; the book is, in fact, geared for all students.

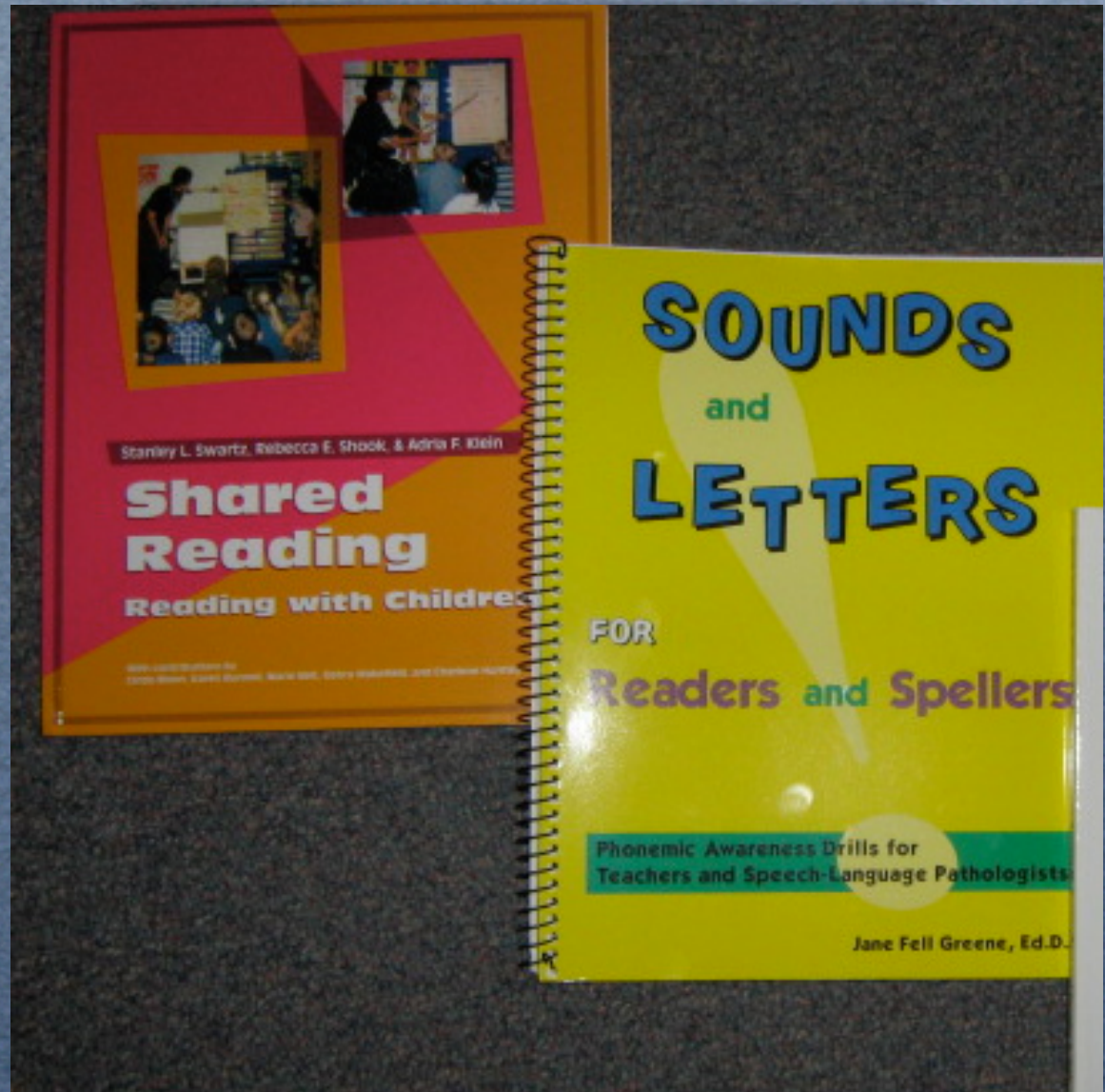
The Lesson Summary

Adapt the book's activities to your class by introducing several of them to the class either by starting with the ones suggested or by selecting activities that best match the topics you're now emphasizing in the curriculum. Multiple copies of this book are available for small-group activities. This lesson may take more than one class period to complete.

**THE
I HATE
MATHE-
MATICS!
BOOK**

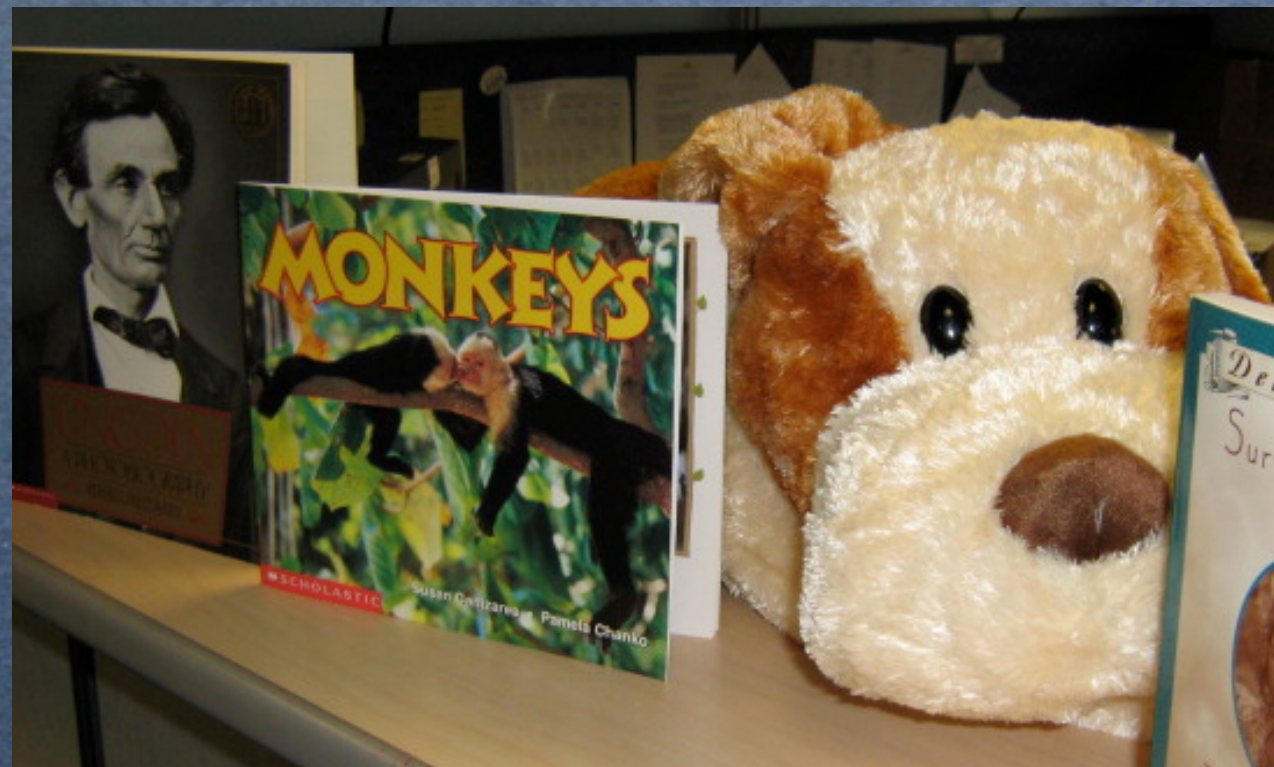
Shared Reading

Teacher supports for
students at all academic
levels



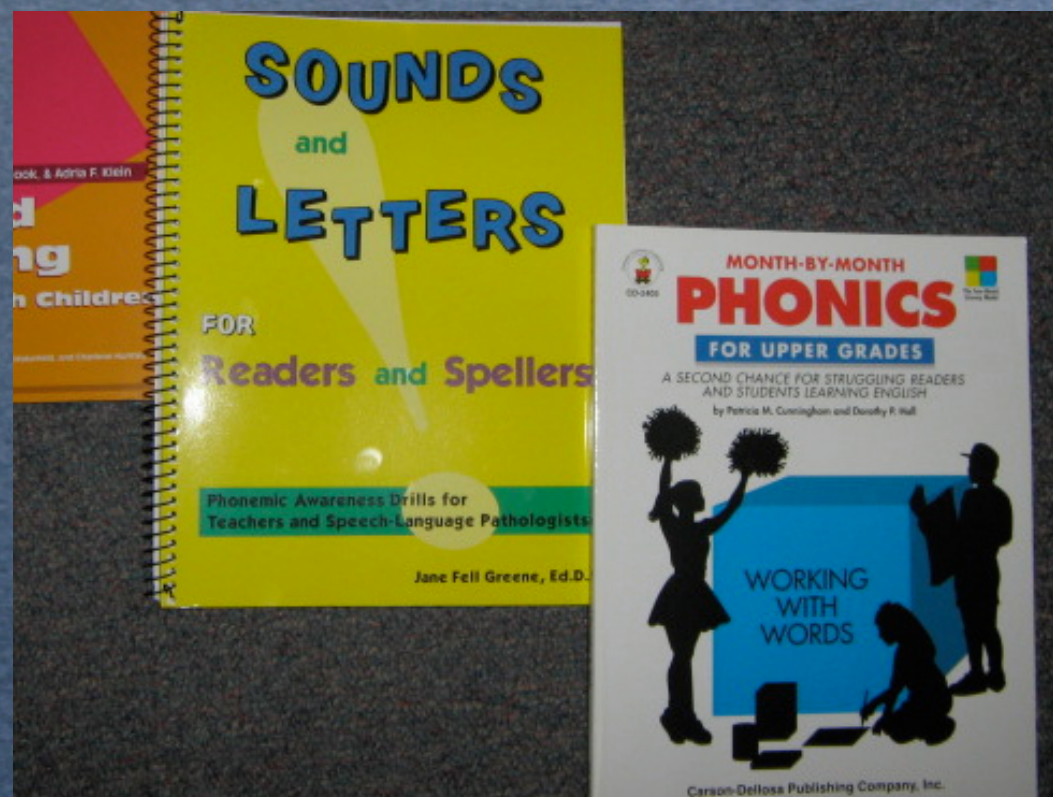
Guided Reading

An extensive library of leveled text for all SEDOL students



Word Study

Project Read Materials
Month by Month Phonics



Independent Reading

Hi-Low
Leveled Library
Books on Tape
Start to Finish



Social Emotional Development

- ☐ Peace 4 Kids CD's
- ☐ BeCool videos
- ☐ Read Aloud
- ☐ Games
- ☐ Risk Watch

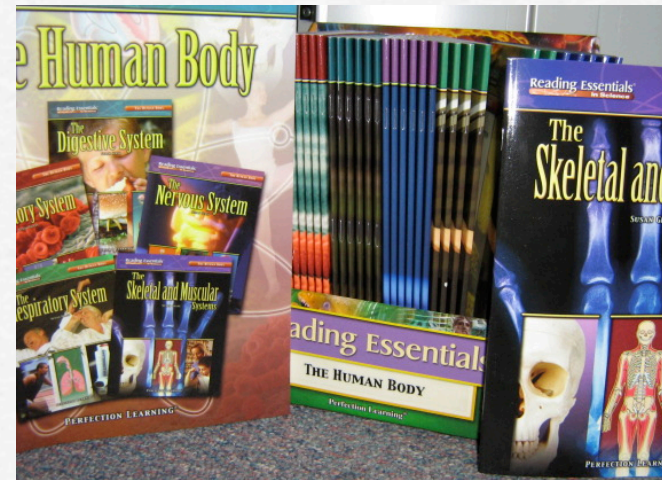


Math

- ❑ Hands On Standards Manipulative Kits
- ❑ Teacher Resources
- ❑ Games



Science

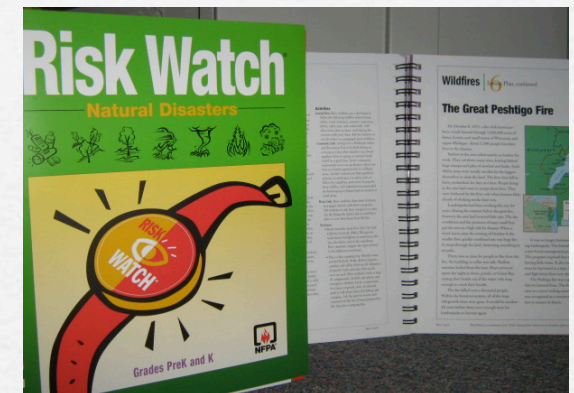


❑ FOSS Kits

❑ Movies



❑ Risk Watch: Natural Disasters



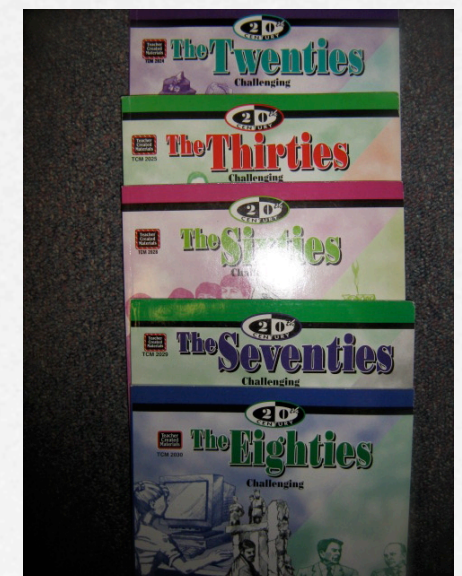
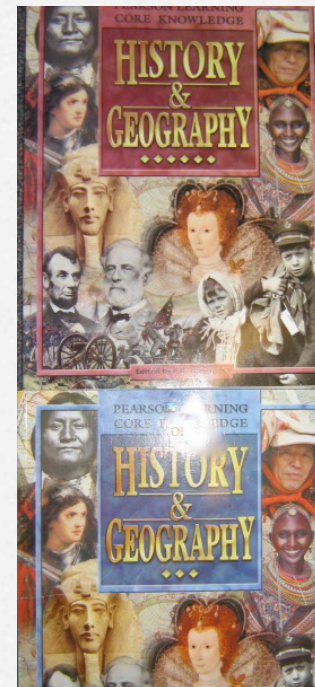
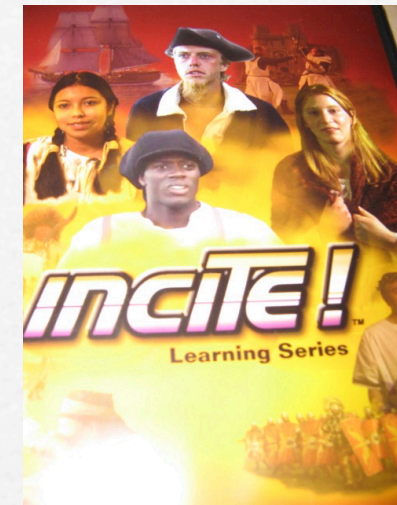
❑ Science Court

❑ Content Area Leveled Library



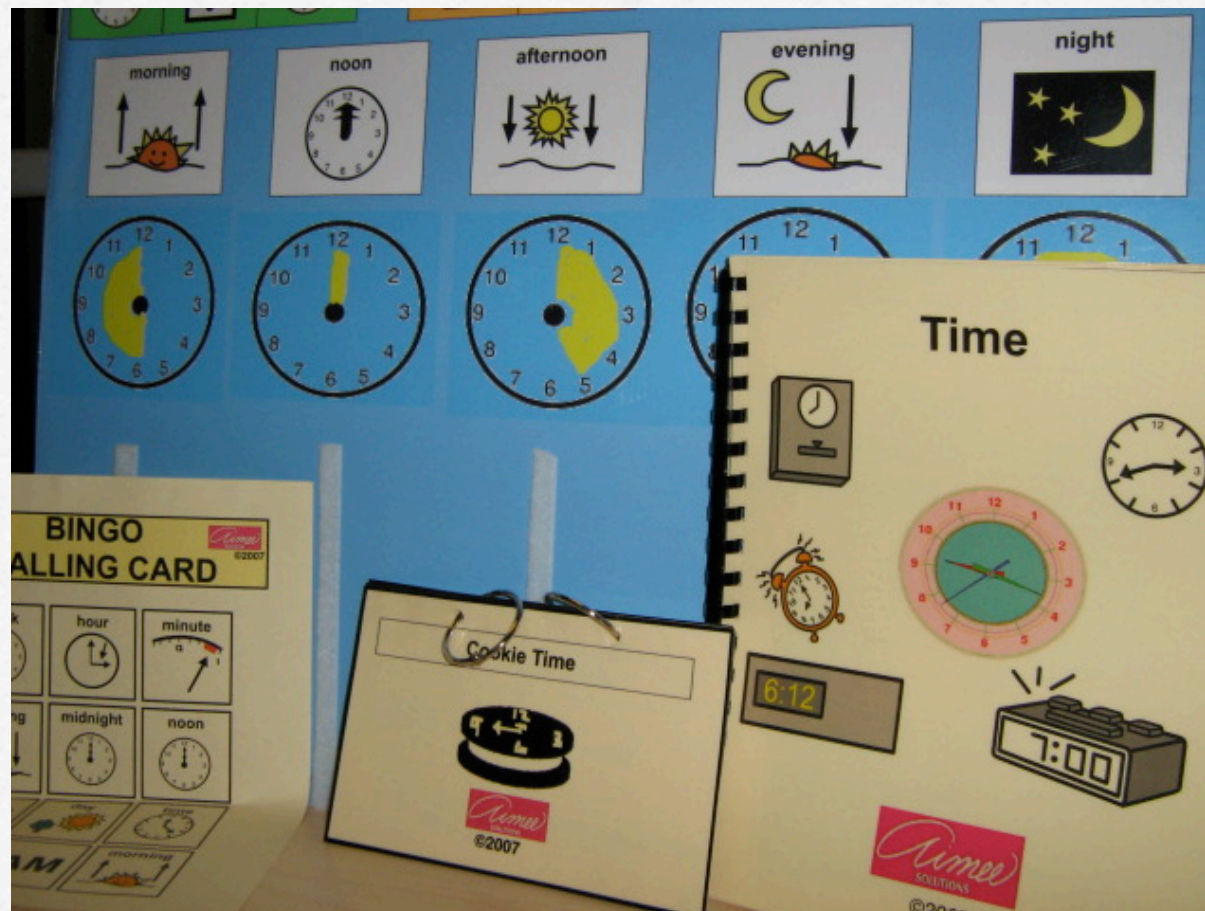
Social Studies

- ❑ Incite
- ❑ Read Aloud
- ❑ Movies
- ❑ Teacher Resources
- ❑ America's Story
- ❑ Pearson's Core Knowledge Books



Aimee Solutions

- Take and Teach units
- Across all curricular areas



Schedule a time to
personally see and
check out materials

Email:

curriculumlibrary@sedol.k12.il.us

2.il.us

vdonnan@sedol.k12.il.us

soslage@sedol.k12.il.us

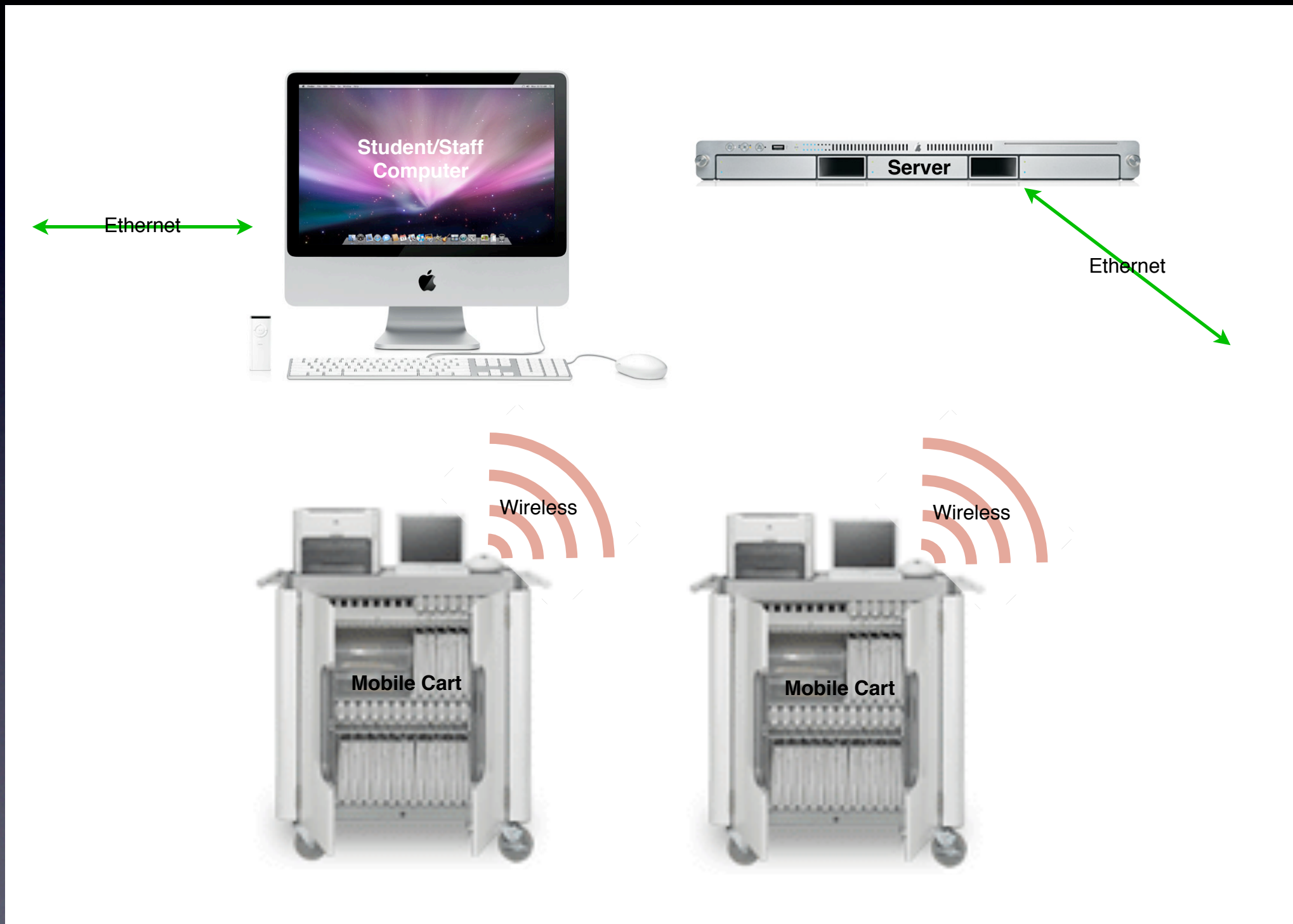


Maximizing Expectations of Student Achievement

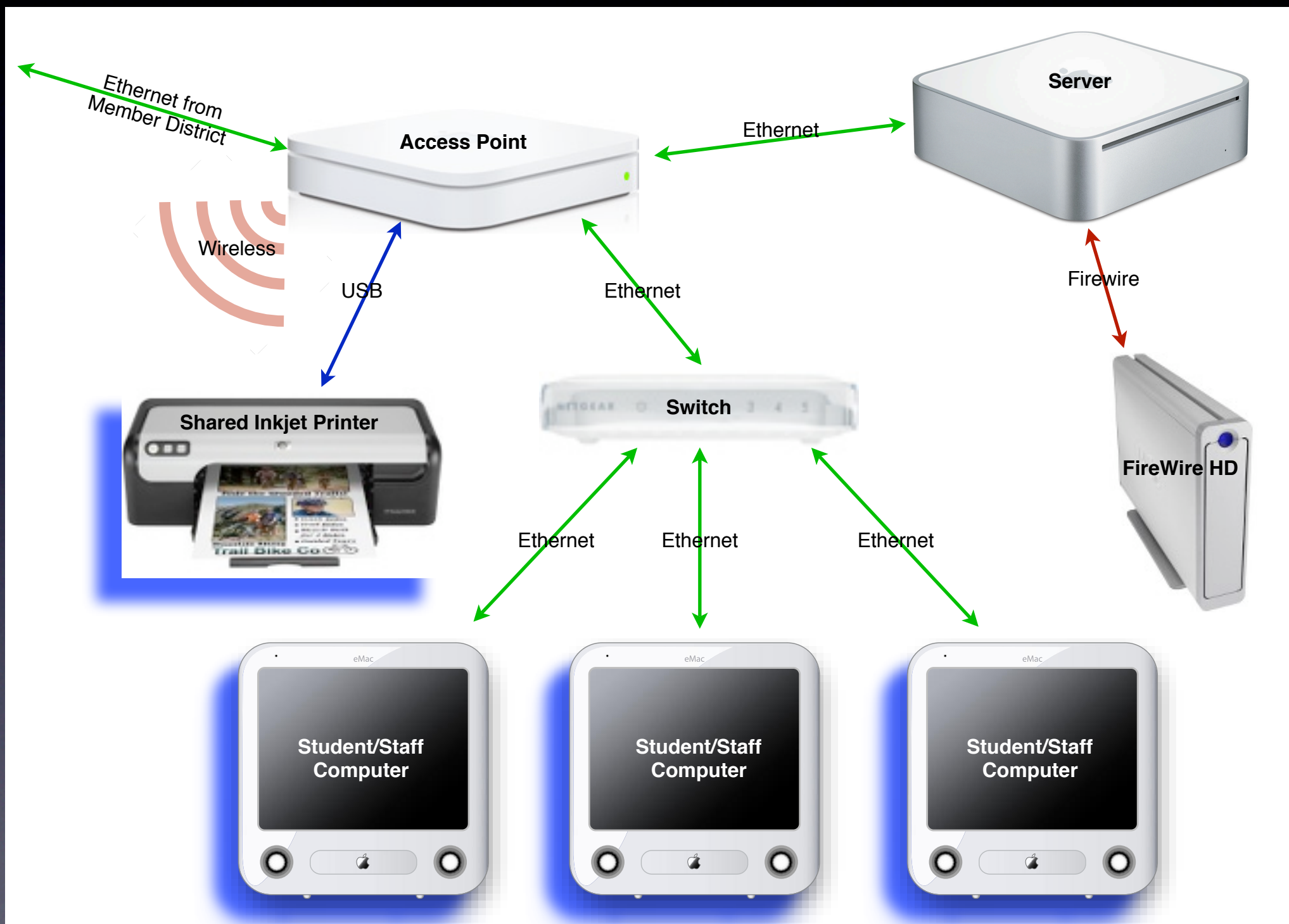
Raising Student Engagement and Achievement at
SEDOL by integrating the curriculum and technology



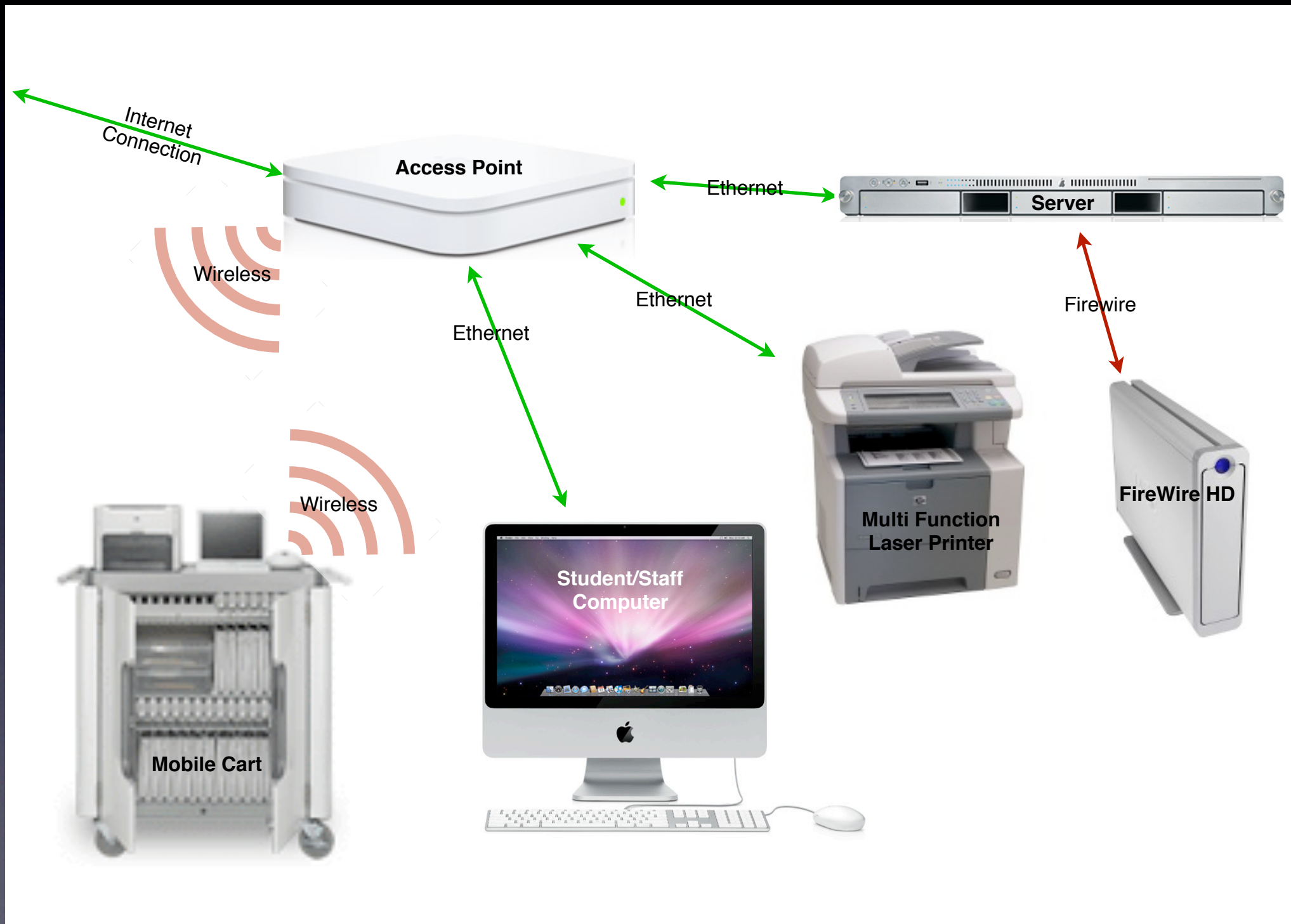
Proposed Classrooms in Centers



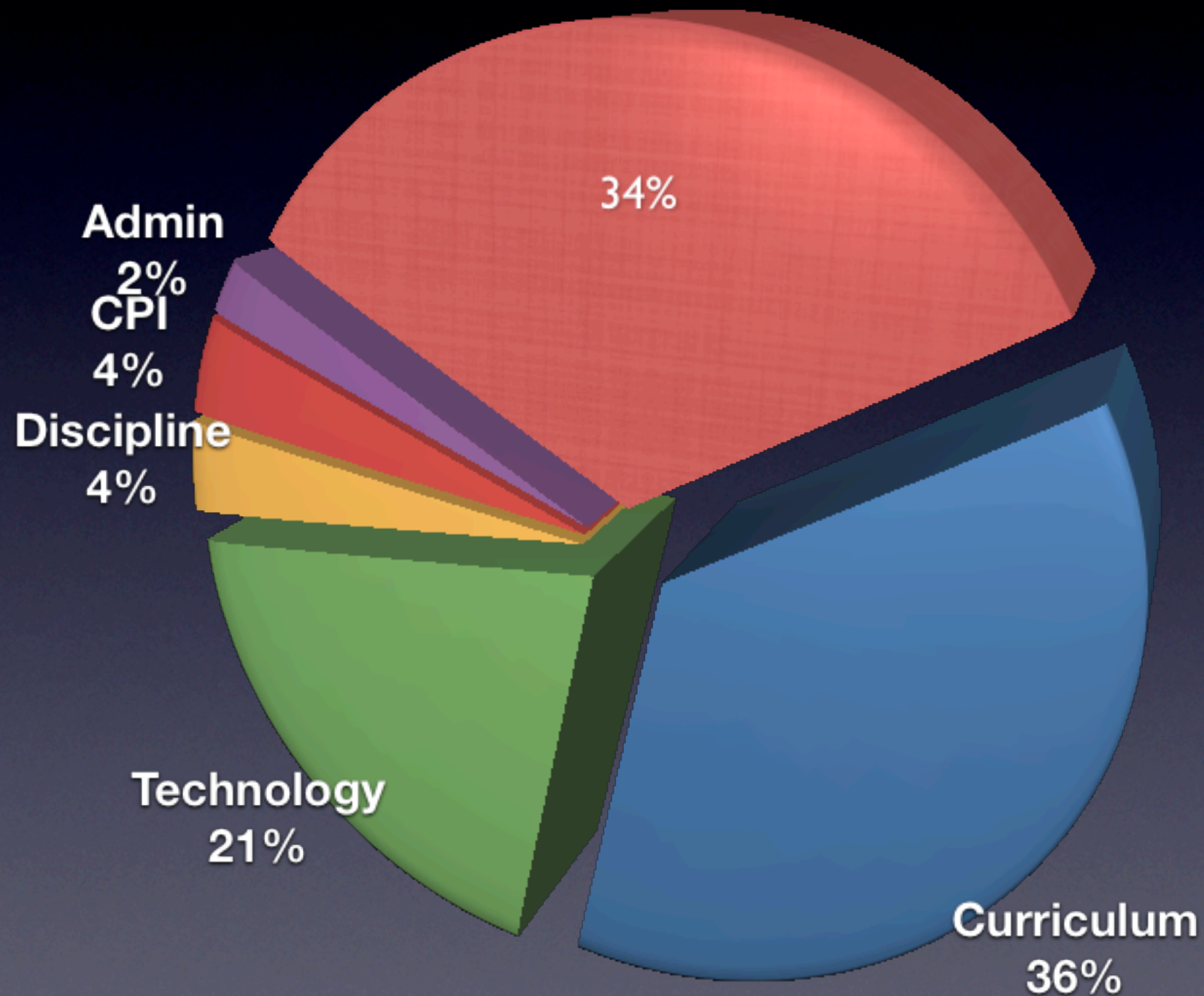
Proposed Classrooms in Sectors




Proposed Classrooms in Transition



Professional Development



Professional Development



LOP Classrooms



ED/SEP Classrooms



LASSO Classrooms



ELS Classrooms
Laremont



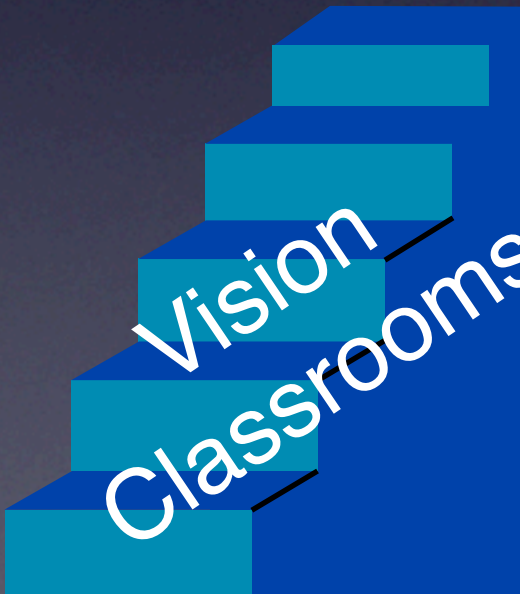
Hearing Impaired
Classrooms



Transition
Classrooms



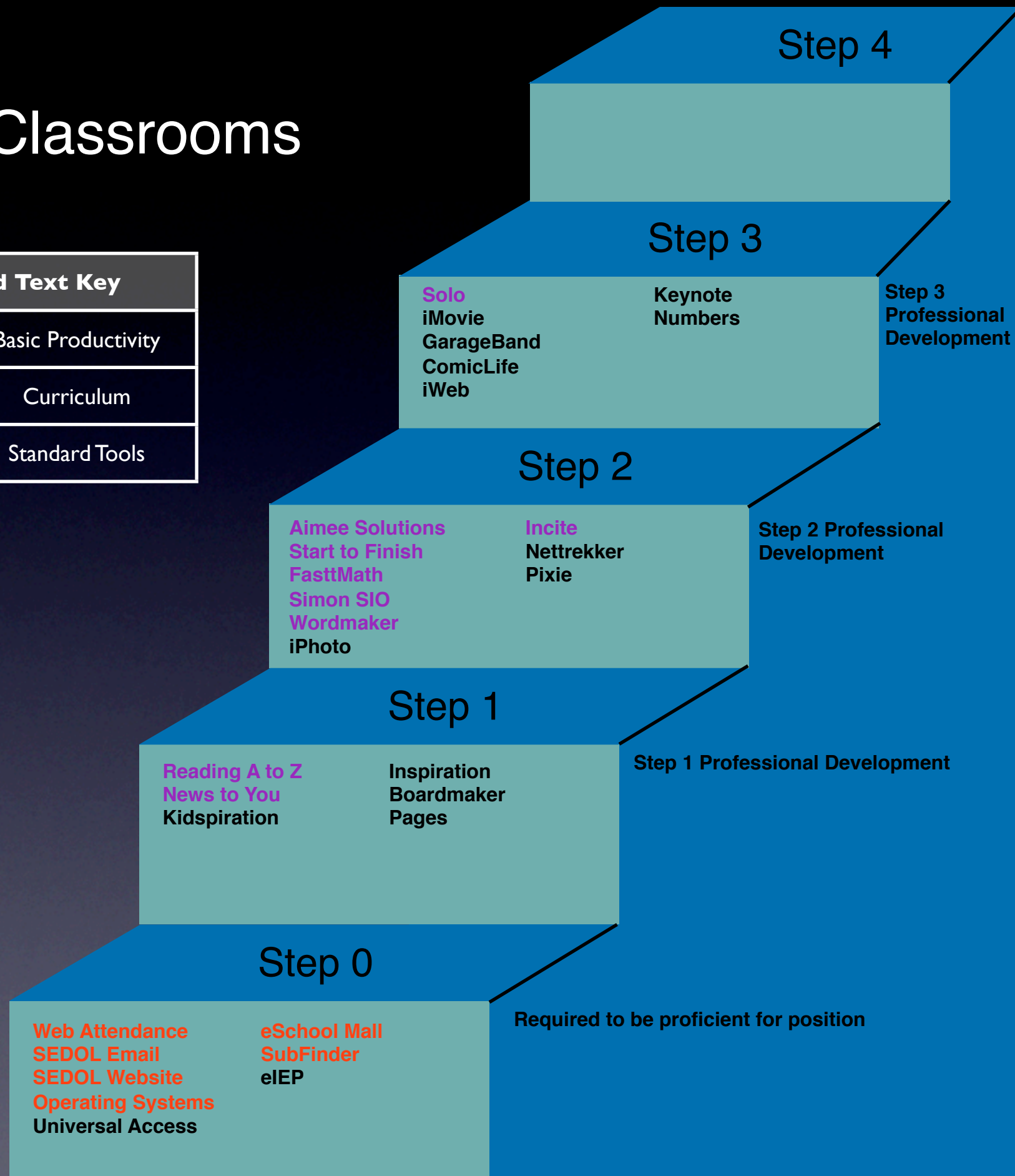
Early Childhood
Classrooms



Vision
Classrooms

LOP Classrooms

Colored Text Key	
Red	Basic Productivity
Purple	Curriculum
Black	Standard Tools



How does this increase
SEDOL student
achievement?